



RLO 21 How to use the basic English prepositions
- Teaching Guide -

Notice :

This Teaching Guide is online at
<http://www.open-ed.net/library/RLO/rlo21-TG.pdf>

The homepage for this unit is at
<http://www.open-ed.net/library/RLO/rlo21.html>

Student Notes can be printed out from
<http://www.open-ed.net/library/RLO/rlo21-SN.pdf>
and given to students in class as a handout
to use while they follow your lesson.
You may use the keynote-slides rlo.key (request by email)
or the powerpoint-slides online at
<http://www.open-ed.net/library/RLO/rlo21.ppt>

The Teaching Guide, Student Notes, and Slides
are fairly independent and each could be used alone
or the unit can be done without any of them
and with only chalk and blackboard

Be aware and follow the copyright regulations.
For further details or advice, email to Paul Kawachi at
office@open-ed.net

Using the given slides and Student Notes, this unit should take 20 minutes. Student learning can be assessed by continuous observation, or by assigned Writing Practice described at the end, or both. The lesson plus Writing Practice may take 80 ~ 90 minutes.

To help your learning and teaching, you are strongly urged to read about the Kawachi Model at <http://www.open-ed.net/Kawachi-Model.pdf> and the related Papers described there.

rlo21

Slide-show Transcript :

1



Welcome to Unit rlo21 - reusable learning object number 21 - designed to help you independently learn how you can use the basic English prepositions.

This lesson should take about 20 minutes, and if you want to try to do the follow-up writing exercises afterwards then maybe 80 or 90 minutes are needed.

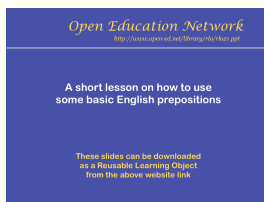
This rlo21 online is interactive with links to support help.

A four-page Student-Notes handout can be downloaded and used by each student.

There is also available a Teaching Guide for extra help. You can see these slides online and look at them again at home if you wish.

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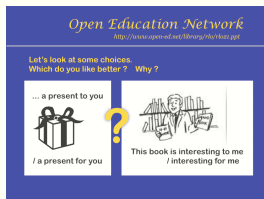
2



In this lesson, we will look at how you use a few basic English prepositions. 'Prepositions' are the little words that go before a noun or object to say how another thing is related to this object, for example if the object is a 'chair', then we can say how a 'cat' is related to this 'chair' by using a preposition before the word 'chair', such as 'the cat is on the chair', or 'the cat is under the chair'. 'On' and 'under' are two prepositions.

Let's start the lesson.

3



First let's consider two common prepositions - 'to' and 'for'. Of course you have a choice when you speak, and you might sometimes say 'a present to you' and another time say 'a present for you'. What is the difference in meaning? When do you choose 'to' and when do you choose 'for'? How about when you say something is interesting - do you say it is interesting to you, or interesting for you? Are they similar or different? - very similar, a little different, almost the same ...

(consider translating into Japanese the phrase 'his attraction to her' and then next 'his attraction for her' . Are they similar ?)

Of course they are very different. But now how are they different ?

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<http://www.opened.net/learning/for/bus.pdf>

... the bus **to** London
 ... the bus **of** London
 ... the bus **from** London
 ... the bus **for** London

Once I was in a rush to catch the loop-bus back to London. A loop-bus is one that goes in a circle, or back and forth between two cities all day. At the bus station, I found the bus, but couldn't see if it was coming from London, or was the bus going to London - so I asked the driver "Is this the bus to London?" He turned and said "This is the London bus!" - I thought 'London bus?' That just means 'bus of London'. I was really annoyed how these simple prepositions are confusing.

Of course, the bus driver was correct - it was the London bus, going to and from London all day - I knew that, but he hadn't answered my question.

You can sometimes see a bus at the terminus station, and as it arrives the bus sign says 'To the Terminus'. Then as it is standing still waiting a few minutes, the driver changes the sign to read 'From the Terminus' just before leaving. 'To' and 'from' are opposites. When I saw you at 8 o'clock this morning, you were going 'to' school, and then later I saw you at 5 pm at the same place, you were going 'from' school. 'To' can change to 'from' when time changes.

When we think of a bus and of London, these two objects can be related to each other by place and directions, as well as by time. Indeed if we think of London as fixed at the centre, then the bus could be anywhere on the x-axis, y-axis or z-axis, and also the prepositions marking the place and direction change with time, so all four dimensions are needed - x, y, z and time t (when) are needed to say the relationship - to say where the bus is, and maybe there is even no bus! And once upon a time there was no London! Well, today there is a London in England, and in Canada, and many in America, but no London in Japan! Sometimes there is no bus, and sometimes there is no London! How confusing.

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Open Education Network
<http://www.opened.net/learning/for/bus.pdf>

Here in this slide, I have tried to show a bus and London, and the four dimensions x y z and t. Prepositions can help us to say how the bus is related to London. But using four dimensions is confusing. Let's try to use only one dimension - which is a simple straight line. This should make things much easier to understand. It is easiest if we choose the time dimension. The time dimension or time line can be drawn as a simple straight line. On this line, we can imagine there is time yesterday, time today, and time tomorrow, and so on.

In the middle we can have time today now. Let's first think of an object or something that is happening now, for example tiredness. We can fix this at time now, by using the present tense, and get the sentence 'I am tired'. Now we must think of another object related to tiredness or my being tired, for example golf.

So now we use a preposition to show how golf is related to my being tired. We can say for example 'I am tired to golf'.

6

Open Education Network
<http://www.opened.net/learning/for/bus.pdf>

I am tired **to** golf
 I am tired **of** golf
 I am tired **from** golf
 I am tired **for** golf
 I am tired **by** golf
 I am tired **with** golf

So here we have 'I am tired to golf'. Also we can have 'I am tired of golf' and "I am tired from golf".

'I am tired for golf' and also 'I am tired by golf'. There are many ways we can imagine how golf is related to tiredness. There are many little prepositions to tell us which way or how they are related ... How many different ways do you think there are to relate two objects together? Only five? Fifty? Five-hundred? How many?

Actually only six, based on Latin. What is the sixth one ?

... ..
Okay. Yes, 'with' -
'I am tired with golf'.

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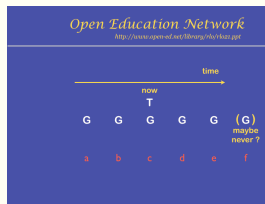


So let's draw our time-line,
and in the center put time now.

We have 'I am tired' as one object T
and 'golf' as the other object G

and we can put 'I am tired' T at time now.
The puzzle is where to put 'golf' G at some point on this time-line.

8



Here we have the time-line and time now,
and tiredness T at time now.

There are six positions for 'golf' G -
Golf could be in the distant past, a long time ago,

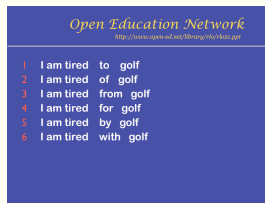
or could be yesterday or at a time immediately before now,

or G could be now,
or tomorrow or very soon,

or G could be at some time in the future, in the near or even
distant future,
and finally G could be somewhere else - perhaps even never.

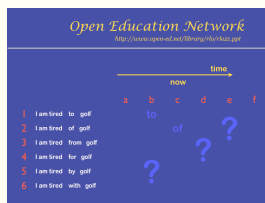
We can label or call these six positions 'a', 'b', 'c', 'd', 'e', and 'f'.

9



And we have the six little prepositions ;
we can number them 1 to 6.

10



So now we have our timeline and six positions a to f,
and the six little prepositions.

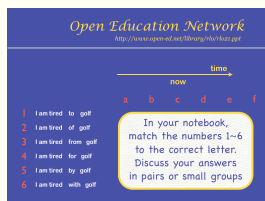
The puzzle is which preposition relates to which time.
Is number one 'I am tired to golf' at position b just before time
now ?

What about number two 'of'. 'I am tired of golf' goes when ?

Can you think of where all these will go.

In your notebook, or on the Student-Notes handout, draw the
table and put G at the correct place on the time-line. Take a few
minutes alone to think and write your solution.

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After you have written your own answers, please check with the
person next to you. Do you have the same answers ? Which
ones do you agree on, and which do you disagree on ? Maybe
one or two you think are certainly true, and a few you are
uncertain about. In pairs or small groups, try to discuss your
answers and decide a common agreed solution.

Can you tell me the correct solution ?

12

Okay let's look at these.

'From' is maybe most easy. For example 'I am from England', England is in the past, and there is no connection with where I am now. Maybe I am in Japan, or maybe Singapore, or Australia. I am still 'from England' no matter where I am now. Here golf is in the past, and tiredness is happening now. That is all we know. We don't know if golf caused the tiredness, or whether walking home afterwards caused the tiredness. All we know is that golf is past.

(Golf may be continuing now . For example if I am in England, I can still say 'I am from England' or 'I was born in England'.)

13

Cause is given using 'by'.

'By' has only one meaning - meaning very very close, as in 'I am standing by the table', or 'My car is made by Honda', 'Do it by yourself'.

'By' means very close as in cause-and-effect, and producing. Here the tiredness is caused by the golf.

(Again, maybe there is still golf. We don't know. All we know is that there is now tiredness, and that this tiredness was the direct effect caused by golf.)

14

'To' means reaching, finding.

There is some certainty about the golf happening soon.

This is different from 'for' ...

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'For' has hope, or intention but no moving is implied. For example 'I am looking for you' - there is some leaning toward or wishing to find you, but it doesn't say I succeed in finding you. Maybe I don't, maybe I do. The future golf is uncertain and only possible, not probably. Whereas 'I am looking to you' has certainty of my eyes finding or reaching you.

If I say 'Here is a letter for you' then you might say 'Oh, please give it to me', whereas if I say 'Here is a letter or present to you', you say 'Oh, thank you.'

If I say 'This book is interesting to me' it likely means I have read it, or am reading it, whereas if I say 'This book looks interesting or is interesting for me' then it likely means I want to read it or want to buy it, perhaps I will buy it tomorrow or later on.

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'With' means at the same time together. There is tiredness now, and there is golf now.

It doesn't say that golf caused the tiredness or is causing the tiredness, or that there is any connection or touching. It just says both are happening now. For example if I say 'I am living in the city with her', or 'I am in the same shop or building as her or with her' - it doesn't mean there is any connection or touching. There may be or might not be. It doesn't say.

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Open Education Network
<http://www.opened.net/learning/1611/161122.ppt>

time
 now
 T G a b c d e f

1 I am tired to golf
 2 I am tired of golf
 3 I am tired from golf
 4 I am tired for golf
 5 I am tired by golf
 6 I am tired with golf

And finally 'of' simply means 'belonging to' as in 'I will give you the book of mine', 'my book', 'the book which belongs to me'.

The book I am talking about, if it exists, then it belongs to me. However, it doesn't mean that the book actually exists. Maybe I have not yet written it, but when I do then the book of mine will be about my future travels.

Here, 'I am tired of golf' doesn't necessarily mean there is golf, or was or will be golf. But if there is golf then there is tiredness associated and belonging to it. If I switch on television and see there is golf, then I might yawn and say 'ohh I am tired of golf', and switch channels to watch tennis which is exciting, and I don't experience tiredness. Tiredness only belongs to golf - if I switch off the golf, then I switch off the tiredness. The tiredness belongs to the golf.

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Open Education Network
<http://www.opened.net/learning/1611/161122.ppt>

time
 now
 T G a b c d e f

1 I am tired to golf
 2 I am tired of golf
 3 I am tired from golf
 4 I am tired for golf
 5 I am tired by golf
 6 I am tired with golf

to (of)
 from
 for
 by
 with

In summary, then, we have the six prepositions on the time-line in the order 'from' in the past, 'by' just before now, 'with' now, 'to' in the near or probable future, 'for' in the later or possible future, and 'of' maybe at any time if-and-when there is golf - maybe never.

'Of' is weakest, as it doesn't say anything certain - while it can be at anywhere on the time-line and therefore has generality - you might think 'of' is most useful, at least it is the most commonly used. If you want to say something with certainty, try to use of one of the other little prepositions which more accurately says what you want to say.

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<http://www.opened.net/learning/1611/161122.ppt>

Let's review a few points.

If someone says "That book is interesting to me" then maybe she has read it yesterday, and if someone says "That book is interesting for me" then maybe she will buy it tomorrow.

If someone says "Here is a letter to you" then your response will be "Thank you", and if someone says "Here is a letter for you" then your response will be "Oh, please give it to me"

The free shuttle bus to college is non-stop (you cannot get off half-way), but the bus for the airport stops many times where you may get off if you wish

Let's review a few points, which we looked at at the beginning. ...

About the bus and to-and-for ;
 In Tokyo, at Shinjuku Station you can find the bus to Disneyland - it is free shuttle-bus for anyone going to - and only to - Disneyland. Whereas a regular bus may say 'for the airport' or for some distant place, and you can get off half-way if you wish. In Kyushu, if you want to go from Kurume to Hita City, you could catch the bus for Beppu and get off half-way when it reaches Hita.

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Open Education Network
<http://www.opened.net/learning/1611/161122.ppt>

Can you think of any other examples ?

Here are some -
 This pen comes free with that book, the pen is made of plastic, plastic comes from oil, the book is made of paper from trees, and was written by me

Write your own examples in your notebook and then share and discuss them in pairs or small groups

Please take a few minutes to write down in your notebook some simple clear examples. Share and exchange your examples in pairs or small groups. If you cannot understand the examples of the other person, then ask for an easier example, or kind help to understand.

21

Open Education Network
<http://www.opened.net/learning/1611/161122.ppt>

Writing Practice
 Write six short paragraphs, one about each of the following :

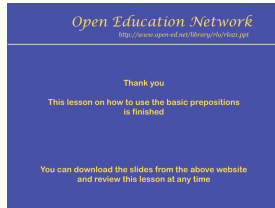
- (1) Internationalization of Japan
- (2) Internationalization to Japan
- (3) Internationalization for Japan
- (4) Internationalization by Japan
- (5) Internationalization with Japan
- (6) Internationalization from Japan

Please read any one of your paragraphs aloud, and let's see if we can guess which preposition (of, to, for, by, with, or from) was in the title

If there is time, let's practice writing some short essays. Maybe you know very much about internationalization, and maybe too you know very much about Japan. Now try to choose carefully a few sentences and write about each of the six titles here. First, choose any one of them, and write a few sentences, whichever is the easiest one for you. Then try another title, and so on. ...

After ten minutes, let's check your writing together. (This writing practice could be used as an examination question.)

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Feedback and comments are invited and welcomed about this lesson. Please email to me your kind advice, and any question you may have, to office@open-ed.net - thank you.

rlo21

User Notes from the Author :

I had thought of making this an online quiz with buttons, bells and whistles, but that would entice rapidity, and reduce the opportunities for deliberation, self-reflection, critical thinking, articulation, collaboration and other powerful learning methods.

A Quicktime movie rlo21.mpg is being prepared and should become available in late 2006.

Teachers are encouraged to adapt this material and add to it. Please forward any kind suggestions to me.

Use of local native non-English language and local examples should be useful in giving explanations such as those in the transcript, to help the student construct personal meaning.

